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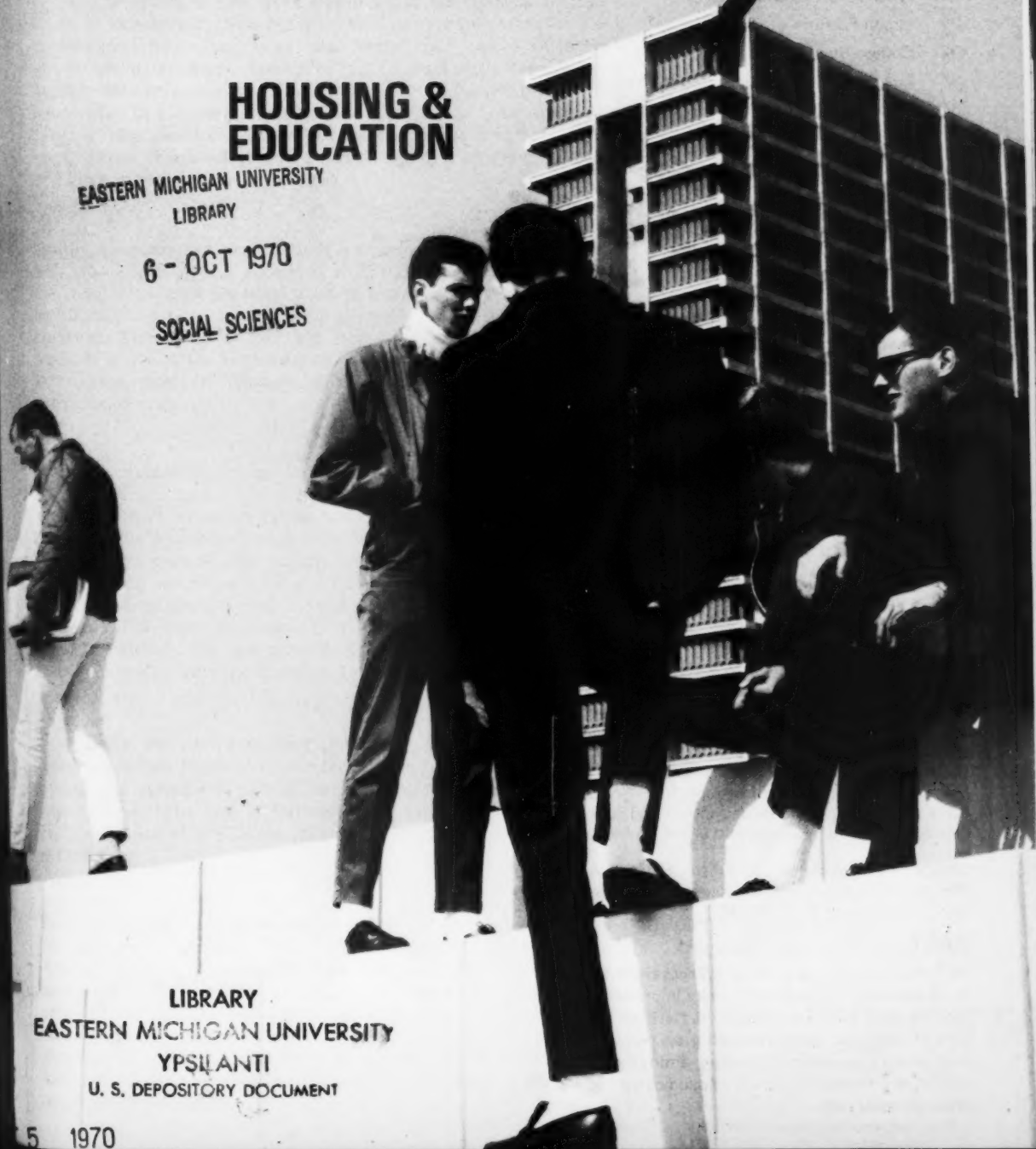
Challenge

HOUSING & EDUCATION

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Challenge

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HUD CHALLENGE serves as a forum for the exchange of ideas and innovations between HUD staff throughout the country, HUD-related agencies, institutions, businesses, and the concerned public. As a tool of management, the magazine provides a medium for discussing official HUD policies, programs, projects, and new directions. *HUD CHALLENGE* seeks to stimulate nationwide thought and action toward solving the nation's housing and urban problems.

Send all editorial matter to: Editor, *HUD CHALLENGE*, Room 4282, Department of Housing and Urban Development, Washington, D.C. 20410.

COVER PHOTO by Yaro Markewycz

HUD has enabled hundreds of colleges and universities to enlarge their campuses and make improvements in their physical facilities through the National Housing Acts of 1950 and 1959. Through these two laws, institutions can construct housing, dining halls, infirmaries, and student centers or expand as part of a city's urban renewal plan.

LOOKING AHEAD

Recent state court decisions suggest a trend toward awarding monetary damages for mental suffering in housing discrimination cases. In March, *United States Law Week* reported that the Supreme Judicial Court of Massachusetts awarded \$250 to a prospective tenant for the "considerable frustration, anger, and humiliation" caused when he was refused an apartment because of race (*Massachusetts Commission Against Discrimination vs. Franzaroli*). The *Philadelphia Inquirer* reports that in a housing discrimination suit the New Jersey Superior Court in May awarded \$2000 to a Malaysian official and \$500 to a black woman (*Farouk-Bivans vs. DeHart*), and in a second case \$500 to a black minister (*Gray vs. Serruto*).



College campuses may soon include a new look in housing. For the first time in the 20-year history of HUD's College Housing Program, the colleges applying are being urged to find "innovative methods for construction design and contracting"—similar to systems used in Operation BREAKTHROUGH. The preference for new money-saving methods is due to the overwhelming volume of requests for loans and grants, the program's limited funds of \$300 million, and rising construction costs.



A socio-economic experiment in San Diego, Calif., will involve the Rincon, Pauma, and LaJolla Indian tribes in the production of attractive three-bedroom, two-bathroom homes selling for about \$10,000. The prototype houses look like adobes with red tile roofs, open-beamed ceilings, and massive carved entrance doors—but are made entirely of fiberglass. The tribes obtained an \$18,000 Small Business Administration loan to build a factory, which they will lease to Material Systems Southwest Corporation for manufacturing the housing materials. The firm gave 5% of its stock to the tribes and will distribute profits from the operation to the tribal councils.



"To ensure that our expanding programs... are serving all Americans," Secretary Romney announced a plan to start a racial and ethnic data system for all HUD-assisted programs. These records are expected to help the Department measure the effectiveness of HUD-administered civil rights programs and to improve handling of complaints.



Commercial banks plan to provide at least \$1 billion in new financing for minority businessmen by 1975. The goal, developed by the American Bankers Association's Committee on Urban Affairs, should mean about \$200 million annually—about twice the amount now provided to minority businessmen as bank loans guaranteed by the Small Business Administration. To further stimulate urban economic development, the ABA also plans to increase financing for housing low- and moderate-income families, equal employment opportunities, and training programs.

HOUSING DISCRIMINATION SUITS

COLLEGE CONSTRUCTION

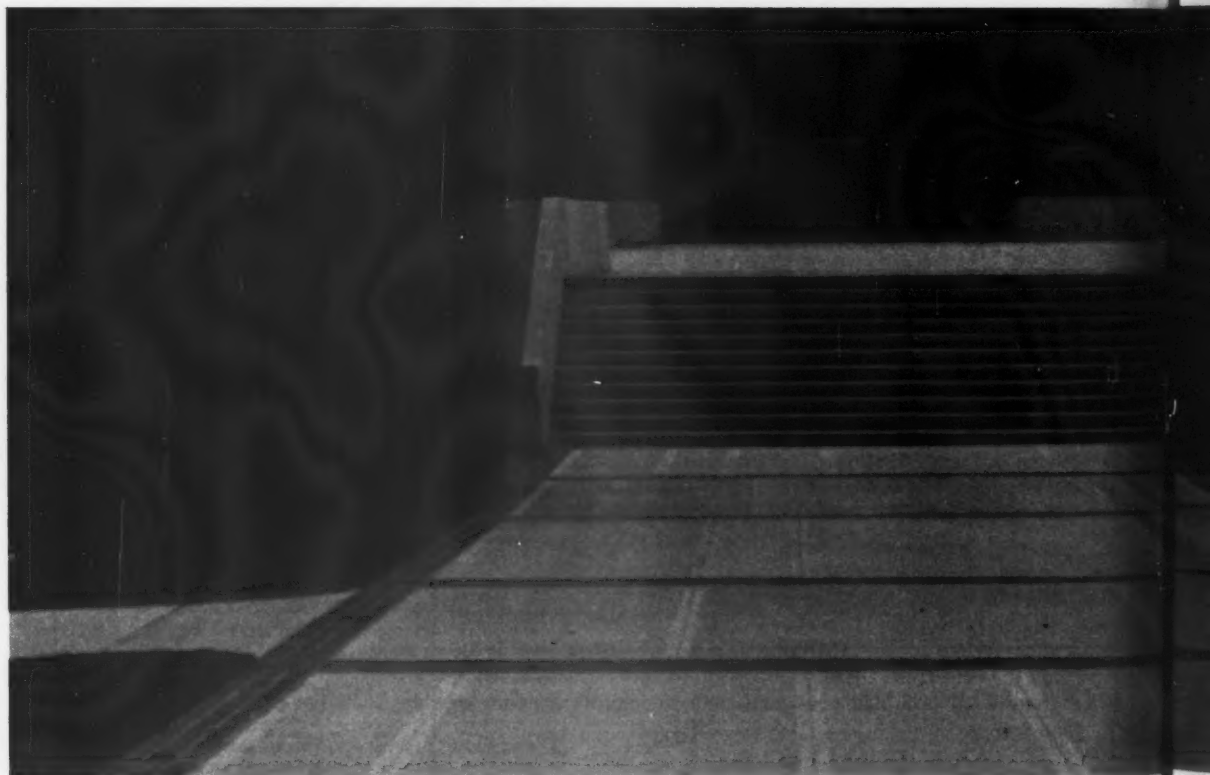
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RACIAL AND ETHNIC DATA

MINORITY BUSINESS LOANS

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HUD IN EDUCATION



NATIONAL HOUSING AND AND U.S. HIGHER EDUCATION

TON



Photo by Arlee Green

The Department of Housing and Urban Development is generally considered to be concerned exclusively with the problems of the cities. Yet HUD, through two basic laws, makes a significant contribution to the cause of higher education. The National Housing Acts of 1950 and 1959 financially assist the construction of college housing and related facilities.

The end of World War II brought a tremendous surge in college enrollments resulting from post-war G.I. benefits, the availability of other Federal funds for higher education, and later the "war babies" enrollment. With this explosion in the college population, institutions of learning of all sizes were faced with the choice of either expanding their existing facilities or building new plants on new sites, or doing both.

LAND ACQUISITION

Many urban colleges and universities were hemmed in by slums. Most schools lacked the right of eminent domain to acquire land, and they knew that conventional land-assembly was often time-consuming and expensive. To expand, they were faced with the options of moving out to undeveloped countryside or finding ways to acquire land close in or adjacent to their campuses.

The solution came through Congressional action: Section 112, Title I, of the 1959 Housing Act expanded the 1950 charter of Federal assistance for educational construction. This section authorizes a city entering upon an urban renewal program to claim credit for a university's expenditures for land acquisition, relocation, and demolition of blighted areas as part of the city's share of project costs. Three conditions are imposed: (1) land so acquired must be used for educational purposes; (2) it must be within, adjacent to, or near an urban renewal project; and (3) it must comply with the publicly approved renewal plan for the area.

Through Section 112 hundreds of colleges and universities have been able to enlarge their campuses and make significant improvements in their physical facilities. In addition to college and university expansion, many primary and secondary schools have been built in urban renewal project areas. From kindergarten to graduate school, Section 112 has produced substantial benefits throughout the whole educational process.

AT'S DUATION



New Duquesne University student center in Pittsburgh is in an urban renewal area. HUD is authorized to credit a university's expenditures for land, demolition, and relocation as part of a city's share of renewal costs.



Speakman Hall, Temple University's School of Business, is part of Philadelphia's Northwest Temple urban renewal area.

COLLEGE HOUSING

The College Housing Program, initiated by Title IV of the 1950 Housing Act, has provided financial assistance to construct housing and related facilities for some 1,250 of the nation's 2,500 institutions of learning at a cost of \$3.5 billion. By the opening of the 1970 fall semester, HUD had approved approximately 850,000 student housing accommodations, representing about 40 percent of all dormitory facilities in colleges and universities.

Since the College Housing Program also covers construction of dining halls, cafeterias, infirmaries, student centers and unions, the benefits of the program are extended to students living off campus.

In review of a program application, the need for additional on-campus housing and related facilities is considered in terms of the housing available in the entire community.

There are some limitations. In the case of teaching hospitals, HUD assistance is limited to housing for students, nurses, residents, and interns. Faculty housing, like that for married students, must be of modest design and in keeping with family-size requirements. Projects planned under the program may involve either new construction or acquisition or renovation of existing buildings. Although innovative approaches are encouraged by HUD, the structures may not be "unduly elaborate or extravagant in design or materials." Construction must be performed economically. Within these limitations, college architects have produced functional structures that are handsome and dramatic.

Other campus construction—such as classrooms, laboratories, theaters, stadiums, gymnasiums, and chapels—is not eligible for assistance under the housing program. Also barred are small residence halls for the exclusive use of specific student organizations, such as fraternities and sororities.

ESTABLISHING ELIGIBILITY

An institution's eligibility to participate in the Program depends upon a number of elements.

The applicant must be unable to obtain the needed construction funds or to purchase housing under equally favorable terms and conditions from any other source. Currently the program interest rate is three percent.

Under the 1950 Housing Act, only institutions offering at least a two-year program acceptable for full credit were eligible. They had to be either public or nonprofit private educational institutions. The Housing Act of 1965 amended the earlier legislation to extend eligibility to new colleges that can provide satisfactory evidence that they will offer at least a two-year program acceptable for full credit toward a baccalaureate degree, and that such a program will begin operation within a reasonable time after completion of the facilities for which the HUD loan was requested.

Also made eligible by the 1965 Act are special college housing organizations. These fall into three categories:

1. Any nonprofit corporation established for the sole purpose of providing housing or related facilities at the institution. The loan agreement must be co-signed or approved by the institution, and upon dissolution of the corporation, title to the property passes to the institution.
2. Any state agency, public authority, or other instrumentality established for the purpose of providing or financing housing or related facilities at public or private educational institutions within the state.
3. Any nonprofit student housing cooperative corporation established for the purpose of providing housing for students and faculty at any educational institution.

HUD makes loans either directly to the colleges themselves, after arrangements are made with the applicant organization, or to the special college housing organizations.

Hospitals eligible under this program must have been approved by the appropriate state authority to operate a school for nursing beyond the level of high school. Also, they must have the approval of either the American Medical Association or the American Osteopathic Association for interns' or residents' projects. Eligibility is limited to hospitals operated either on a public or a private nonprofit basis.

TYPES OF ASSISTANCE

Under the College Housing Program, two types of assistance are available to colleges and universities: debt service grants and direct loans.

Debt service grants are intended to reduce the cost of private market borrowing by the colleges to an effective rate of three percent. The maximum period for grant payment is 40 years.

Direct loans to the college carry an interest rate of three percent; the maximum term is also 40 years. Direct loans are available only to institutions unable to borrow private capital at reasonable rates, as determined by HUD.

In addition to the legislative provisions that govern the College Housing Program, there are specific concerns and attitudes that shape its operation. One of the major Administration policies on higher education is its intent to serve students from low-income families. Accordingly, the College Housing Program has given priority assistance to colleges with substantial enrollment from lower income homes.



PROBLEMS FACED

Although inflation is probably the greatest single financial problem facing school administrators trying to provide student housing, they also are faced with changing student attitudes toward the types of housing considered desirable.

To assist colleges and universities in coping with these problems, HUD has encouraged the use of innovative designs, contracting methods, and construction techniques to provide the most attractive housing at the lowest cost. These have resulted in the use of industrialized housing products, such as modular and prefabricated units, including mobile homes. Colleges are encouraged to draw on the experience of Operation BREAKTHROUGH contractors in developing new approaches to student housing.

Contracting methods may include package construction arrangements that provide for all project development activities, except permanent financing, under a single contract. They may also involve the use of construction managers to work with architects and engineers or to manage the entire project. As another cost-reduction factor, there may be the incentive of value engineering, an arrangement by which contractors and owners divide the result of economies in design and construction. These lower construction costs serve to lower living expenses.

LIVING ARRANGEMENTS

But lower rents, while important, are only a part of the sociological urgencies of our time. Colleges are faced with the need to design housing that provides the kind of living environment that appeals to students. Students are asking for alternatives to the traditional long, double-loaded corridors with double rooms, gang bathrooms, and formal reception areas. They suggest variations such as suite arrangements with or without kitchens, apartments suitable for either single or married students, and built-in flexibility for future modifications.

Consideration should also be given to small group living units that alleviate the identity problem for students at large universities, to the establishment of more student recreational areas, and to providing better conditions, including optimum acoustics, for studying.

The matter of living arrangements is a significant part of student interest in managing their own affairs. In some cases, colleges can support the development and operation of student housing by student cooperatives—an arrangement that may have the added benefit of lowering room and board costs.

Such student housing cooperatives are now under way at the University of Michigan in Ann Arbor, the University of Florida at Gainesville, the University of California at Berkeley, the University of Nebraska at Lincoln, and Oregon State at Corvallis.

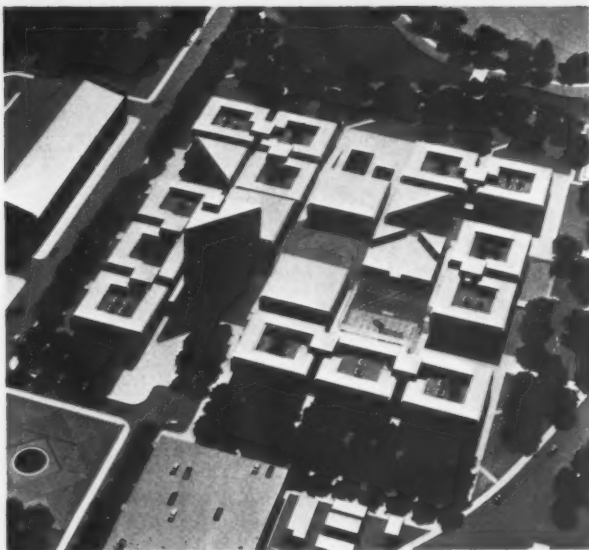
In some areas, students have expressed the desire to become more involved in the community, even to the extent of living in the town rather than in campus dormitories. This has led to a few proposals for experimental projects mixing student housing with HUD subsidized low-rent housing for non-students.



Georgia State University students are often to be found before, between, and after classes in the Student Lounge in the J.C. O'Connell Student Activities Building.

The 28-story administration building at the University of Illinois at Chicago Circle is built on land made available in the Chicago urban renewal program. The campus will occupy 119 acres and serve more than 25,000 students in the present development schedule.





Model of new \$26 million Laney College campus (top) and an aerial photo (bottom) of the campus under construction show nine-story administration tower dominating a cluster of buildings grouped around an inner court. Comprising an ambitious urban renewal project in Oakland, Calif., the principal campus buildings, besides the tower, include five two-story classroom buildings, a four-story library, a student center, gymnasium buildings, and a lecture hall.

Something like this is taking place at Portland State in Oregon. Students there negotiated for the use of some apartment buildings that were to be torn down to make way for urban renewal, with no immediate plans for replacement. They rehabilitated the apartments and are now living in the community rather than on campus.

The values of this operation are many. Students are assured of living quarters near the downtown campus on reasonable terms; they do not need automobile transportation to add to parking and pollution problems. They are removed from the city's low-rent housing market to the benefit of elderly persons and other renters seeking inexpensive housing. And the property, still productive, is back on the tax rolls.

Future planning for college housing needs may be affected by both the rights and the conditions under which some students—such as freshmen—are required to live in campus housing. Recent test cases brought by students and parents in the Federal courts question a college's right to require students to live on campus.

If some students prefer to live off-campus and the school can exercise no jurisdiction in the matter, the whole picture of college housing may undergo considerable revision. Since most college towns and neighborhoods are already overcrowded, the increased enrollment of students each September will doubtless present housing problems of concern to the community and institution.

HUD SPONSORS URBAN TRAINING

Urban renewal in Pittsburgh, Pa., begins to show the effects of urban planning. Urban specialists are increasingly available to cities due to HUD-sponsored training and urban programs in higher education.



The study of urban affairs comprises many disciplines—city and regional planning, public administration, sociology, economics, law. In addition, depending upon the area of operation, there may be a need for foreign language skills, knowledge of transportation, community relations, and public safety, to say nothing of the primary requirement of effective communication. HUD is keenly aware of the necessity for training people in the field of urban affairs.

Thanks to HUD Urban Studies Fellowship grants, 101 young men and women from some 30 states are spending the academic year 1970-1971 doing graduate work in urban and related fields. In residence at 46 leading universities, they are candidates for advanced degrees in such disciplines as city and regional planning, urban affairs, urban public administration, urban sociology, and urban law.

This is the fourth year for the Urban Studies Fellowship program. Successful candidates were chosen last April from more than 1,200 applicants from all parts of the country, all of whom had presented credentials sufficient to merit serious consideration.

After a preliminary screening by HUD staff members, the most promising applications were given a second review by a nine-member Advisory Board appointed by Secretary Romney. This Board—composed of three members each from public universities, private universities, and national organizations concerned with community development—made the final recommendations and assisted the Secretary in choosing the winners.

Critical Need

The Urban Studies Fellowship program, authorized under the 1964 Housing Act, was set up in response to a critical national need for trained urban generalists and specialists. Its purpose is twofold: (1) to attract capable persons to the expanding field of urban development and (2) to encourage institutions to pioneer innovative programs and to support those programs that face the challenge of urban development from economic, social, and physical points of view.

Candidates for fellowships are students accepted or enrolled for full-time study working toward graduate degrees in eligible programs. They must be citizens of the United States, or noncitizens who have applied for United States citizenship or obtained permanent residence visas.

Eligible programs embrace appropriate courses of study offered by accredited public and private nonprofit institutions of learning that confer graduate degrees in fields oriented toward public service careers in urban affairs. Only programs in the United States, Puerto Rico, and our overseas possessions are eligible.

Most awards for degrees are for the master's or other first professional degrees. A few awards for doctoral study are also made.

Passport to Employment

The great majority of the fellowship recipients have found that their graduate degrees in urban studies were passports to immediate and continuous employment.



In the Conte Community School in the Wooster Square Project in New Haven, Conn., good planning has resulted from good training. The elderly can play cards on the same forms children find fascinating as playground equipment.



The University of Scranton has been serving the educational needs of the Scranton area since 1888. It's downtown campus boasts 15 new buildings on a 23-acre site. All university buildings are modern, erected within the last 12 years with HUD assistance.

Questionnaires returned by HUD Fellows who earned degrees in the first three years reveal that 70 out of 112 are currently employed in public service occupations for which their fellowships provided training.

But HUD, through the fellowship program, is doing something more than helping qualified students prepare themselves for good jobs in chronically understaffed urban centers.

"This program has an importance much larger than the number of fellowships available," says Samuel C. Jackson, HUD Assistant Secretary for Metropolitan Planning and Development, who administers the program. "Through it, HUD is involving a relatively large number of black, Mexican-American, and other minority-group young men and women in professions where their services are greatly needed."

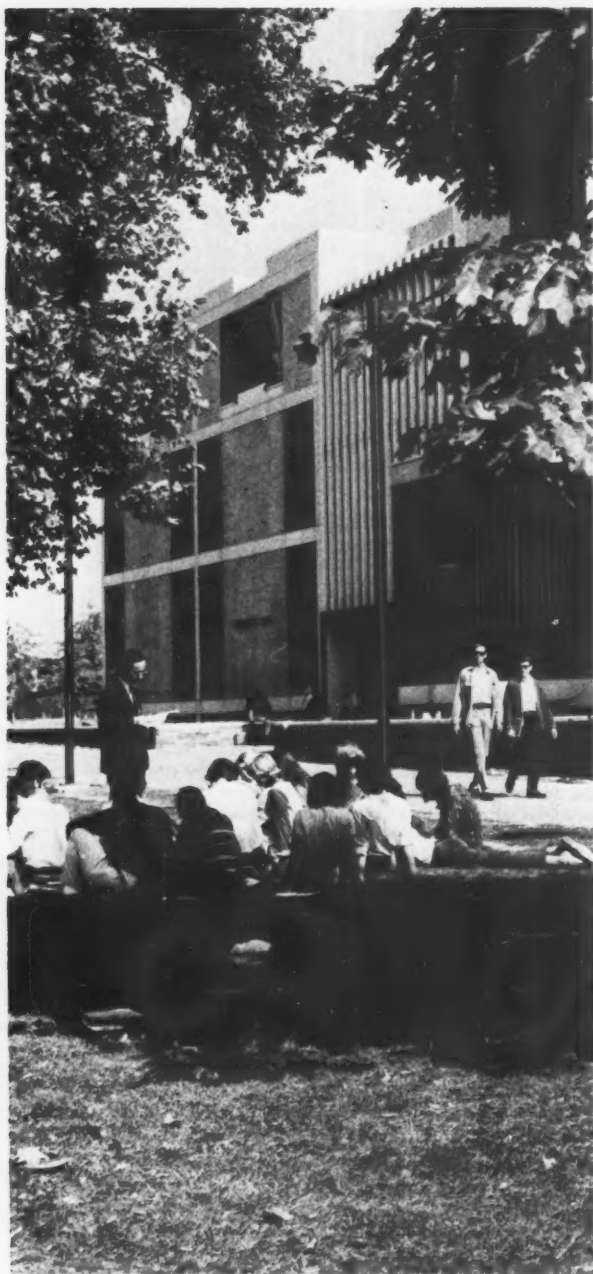
"Such young specialists as these can do much to win the confidence of their own people, who all too often forlornly see themselves as outside the mainstream of American life."

Applicants for fellowships during the 1971-1972 academic year may apply to HUD in Washington. Application forms are now available. Deadline for submission is January 15, 1971.

Successful candidates will receive stipends of \$3,000 plus \$500 for each dependent up to two. In addition, HUD pays tuition and fees directly to participating schools.



Students majoring in urban courses often live and study in facilities built with HUD grants under the National Housing Acts of 1950 and 1959.



In addition to supporting study on the graduate level, HUD has another stimulus to encourage minority-group and other disadvantaged students to enter the field of planning and urban development.

In 1968-1969, HUD funded 10 work-study projects through the Special Projects Account of the Comprehensive Planning Assistance program. Originally established by the 1954 Housing Act, the Comprehensive Planning Assistance program is also known as the 701 program, for Section 701 of that Act.

As a result of the growing interest in the experimental Special Projects program, 17 work-study projects are being conducted during the 1970-1971 academic year. They involve more than 170 students, of whom about 150 are working toward academic degrees.

HUD makes grants, up to two-thirds of the project costs, to state and metropolitan agencies. These in turn pay the salaries and educational costs of the students, who work part time for the agencies.

Students are selected by the planning agencies and cooperating universities. They must be enrolled in full-time academic programs in urban planning or some related field. Special efforts are made to attract students who, without financial aid, might not be able to enter planning or related urban professions.

Although membership in a racial or ethnic minority is not a prerequisite for work-study assistance, members of minority groups are nevertheless given special encouragement to avail themselves of the opportunities this program offers.

Some of the planning schools active in the program operate special-credit summer seminars in addition to their year long academic course; Title VIII (Community Development Training) funds are used for this activity. The seminars are designed to involve high school and undergraduate students, who assist and take some courses with graduate students. Universities may also work with local schools in developing new courses and providing special training for teachers.

The work-study program benefits all parties. Planning agencies gain added manpower capable of performing responsible work, with particular sensitivity to the problems of the disadvantaged. Students gain through financial assistance and the opportunity to work on "real world" problems while in professional training. Universities gain by having financial aid available for disadvantaged students. HUD gains by augmentation of the supply of trained manpower available to agencies that receive its financial assistance. And in the long run, the country gains by having these elements come together for the service of all citizens.

The cost of maintaining the Special Projects program is relatively very small. HUD's two-thirds share of support for the average student for one year is less than \$5,000—and the great bulk of this covers salary.

By any measure this is a very inexpensive and effective way to increase the ranks of urban planners, economists, sociologists, administrators, and other specialists whose services are so greatly needed.

editor's notebook

HUD expects to have 23 of its new area offices organized and ready to begin operations by September 30. The creation of area offices is a major innovation of the Departmental reorganization initiated last November by Secretary Romney.

About 500 cooperative housing projects will soon share in a \$1.6 million dividend payment, the first ever paid by HUD-PHA to co-op projects. PHA has been insuring co-op mortgages since 1950 and collecting an insurance premium. Since 1965 these premiums have been credited to the Cooperative Management Housing Insurance Fund, which authorizes a dividend when the premiums build up to a safe amount over foreseeable losses.

The National Corporation for Housing Partnerships (1133 15th St., N.W., Suite 720, Washington, D.C. 20005), was created by Congress in 1968 to provide "seed money" for increased production of low- and moderate income housing. It now has negotiations under way for 15 projects involving over 3000 housing units in all sections of the country.

From the end of 1966 to the end of 1969, overall consumer prices rose 14%, but the cost of shelter shot up 19%, and that of homeownership jumped 22%, reports HUD.

Charles J. Orlebeke, who served as HUD Executive Assistant to the Secretary, is now Deputy Under Secretary. He succeeds William B. Ross, who became FNMA's Executive Vice President in May. Albert A. Applegate replaces Mr. Orlebeke as Executive Assistant to the Secretary.

The *Christian Science Monitor* reports that the first historically noted prefabricated building was a 16th century chapel. In 1520, King Henry VIII of England and King Francis of France met at the Field of the Cloth of Gold in France. To house the royal meeting, a chapel was constructed in numbered sections in England, shipped to France, and assembled in one day.

Total housing production in the last two years exceeded 3.8 million new or substantially rehabilitated units. This represents the highest two-year housing production total in the nation's history but meets only 15% of the 10-year goal of 26 million units set by the 1968 Housing Act.

HUD reports that more urban renewal projects were completed in Pennsylvania during the last fiscal year than in any other state. California was first in approvals of grants for water and sewer facilities.

According to the National Planning Association, consumers in the more urbanized New England and Mid-Atlantic states spend substantially more on housing and household operations than do residents of the more rural oriented Plains and Mountain regions.

Twenty-one HUD employees were honored at the first annual awards ceremony since the establishment of HUD in 1965. Secretary Romney awarded Mrs. Charlotte Alter, Ward Elliott, and Theodore Robinson the Distinguished Service Award and gave Lester H. Thompson a letter of commendation for 35 years of Federal Service. He cited Willie J. Weldon for the most beneficial suggestion of the year. Romney recognized William B. Ross for receiving the Career Service Award of the National Civil Service League and Ashley Foard who previously had received a Rockefeller Award.

Eighty-seven underemployed high school graduates are enrolled in the clerical VOCATIONAL EDUCATION course of their choice. The one year, tuition free course is conducted for the first time by Russell's Business College. Training includes development of speaking and writing skills, personality development, personal letter writing, and contract interpretation instruction. All students were certified for this training through the Concentrated Employment Program (CEP) and the Model City Manpower Service. Graduates will receive job placement assistance from the College and CEP.



A MODEL CITY ■ MOVES INTO action

PROJECT KNOWMOBILE, a Model City's summer enrichment program funded by the Department of Health, Education and Welfare and operated by the Winston-Salem Educational Board, was so successful it is scheduled for a repeat performance. Approximately 500 students took part in the activities offered in the seven mobile units. Each "Knowmobile" has a morning and afternoon session conducted by trained teachers and operated with capacity attendance of 35 at each session. The activities, reinforcing reading and writing skills through arts and crafts projects on current events, were graded for pre-school through high school age students.



Child care service are provided in this DAY CARE CENTER for model neighborhood area residents while working or in training. The charge for this service is geared to ability to pay; those who cannot pay are required to volunteer their time to the center. The center also serves as a clearing house for day care service openings and for jobs that model neighborhood mothers can be trained to fill.



Pediatric care is one of the many services of the HEALTH PROGRAM provided for residents through a neighborhood clinic. The newly opened clinic facility also offers general medical, dental, eye, and obstetric care, a well baby clinic and family planning counsel.

The traveling chest X-ray unit is scheduled to tour the entire Model Cities area. In its first 15 days in the model neighborhood, 800 residents were screened by the unit.



Police precinct officer visits a neighborhood day care center as a part of the CRIME PREVENTION project that seeks to develop a mutual trust and understanding between residents and law enforcement officials. In order to promote better community-police relations and mutual cooperation, officers also meet with neighborhood and community groups to discuss methods of crime prevention. Courtroom services, criminal representation, and rehabilitation assistance have been expanded as a part of this project.



Residents of the Winston-Salem, N.C., model neighborhood and the community at large know their Model Cities program is working.

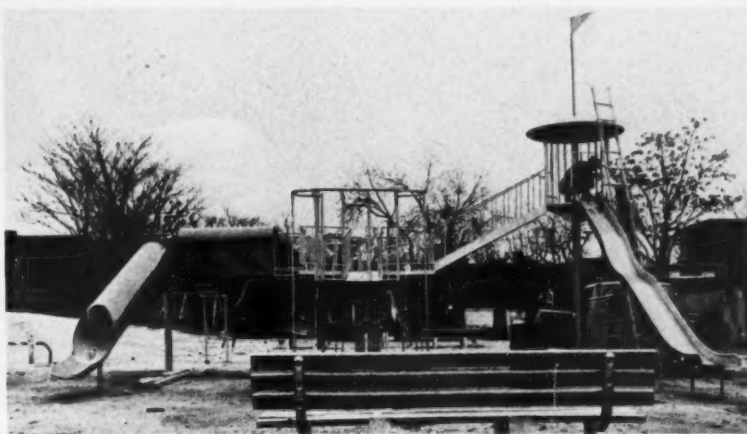
Throughout the planning year—with its problem identification, priority designation, and project planning—a large and widely diversified group of public officials and private citizens contributed time, talent, and effort to ensure a meaningful Model Cities program.

When the Winston-Salem plan was approved by HUD in October 1969, the city was ready to move into action. These photographs show how this city is using its \$1.9 million in supplemental funds to attack the social, physical, and economic problems of its model neighborhood.

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RODENT CONTROL projects in Winston-Salem's Model Cities program focus on trash removal, education, and open stream clearance. Eighteen littered streams flow through the model neighborhood, most of them bordered by housing. Rats, attracted by the moisture and shelter of debris, nest along the stream banks. Work crews are clearing the stream beds and adjacent yards and will straighten and deepen the stream channels where needed. While stream clearance is expected to take three years, resident education to eliminate rat breeding and feeding areas is an on-going activity. Rat bait mixtures have been placed in all neighborhoods, with additional treatment scheduled every three months for an 18-month period.



This is the fourth of seven TOT LOTS planned for the model neighborhood. Larger city parks are located in areas of the community not generally accessible for model neighborhood children. In addition to the play equipment in each tot lot, a small picnic area and equipment are provided for family use and elderly persons.



Breaking The Academic Mold

By Ray Eldon Hiebert

For more than 100 years, Americans have been leaving the farm, flocking to cities, and spreading into suburbs. And during that century, almost every large state university has developed extensive schools of agriculture while few have paid the slightest attention to "city-culture."

"That is changing now, quite rapidly," says Atlee E. Shidler, Director of Educational Programs at the Center for Metropolitan Studies in Washington, D.C. Mr. Shidler recently completed a survey indicating that universities are being "urbanized" and are "finally awakening to the fact that the United States is an urban society."

Not long ago the number of academic programs for urban studies could have been counted on the fingers of one hand. Now more than 40 schools are actively developing innovative and far-reaching urban curriculums.

Schools of agriculture have used expensive research laboratories for pest control, complex greenhouses for plant development, and experimental farms for animal breeding; and all this activity has made America the number-one farm producer in the world. Now, many feel, it is time to do the same for our cities. Until recently, few educational programs have been organized to deal with rat-infested alleys, dilapidated housing, traffic jams, and smog-filled air in our burgeoning megalopolises.

Today education in urban problems is education in the total environment, according to the Department of Housing and Urban Development. As HUD Under Secretary Richard C. Van Dusen said at Smith College:

"The physical decay of our core cities and the disorderly, haphazard growth of our suburbs—the absence of adequate parks and open spaces—the lack of concern for good design—the fragmentation of neighborhoods and destruction of landmarks by freeway construction—all these have made their contributions to our urban environment."

And increasingly, university faculty and administrators are realizing the vastness of their responsibility.

A Georgia State University coed enrolled in the School of Education works with a youngster attending school in the Atlanta area. LEFT

A University of Maryland law student conducts a human rights discussion with area high school students.





The University of Maryland Community Pediatric Center is an example of higher education's broad involvement in community life.

George Washington University President Lloyd H. Elliott sees his university as a "senior partner in the total effort. This means taking major responsibility for organizing the best possible response to the area's pressing needs; for helping to establish an effective organization for channeling such efforts; for making available all possible personnel and resources for teaching, research, and public service programs; and for committing itself on a long-range basis to the improvement of life in urban America."

Education for an Urban Society

Educational institutions have not prepared us to be an urban society, says William Keast, President of Wayne State University in Detroit. Few students have been trained in urban culture in their regular curriculums, in their research, in their extension education programs.

Mr. Shidler reports that now, in academic circles, "there is a growing feeling that educating students to understand an urban society in an urbanizing world is one of the most important services that institutions of higher education can perform for urban communities." As a result, new programs are springing up covering teaching, research, and community service.

Many of these new programs have broken the traditional academic mold. They are not necessarily housed in the usual professional schools of government and public

administration, architecture and city planning, or engineering. Urban programs in such professional fields are growing, but the new thrust seems to be coming more from interdisciplinary and multidisciplinary programs, usually with the initiative taken by the departments of political science, sociology, economics, or geography.

New Urban Courses

While most older programs offer degrees in traditional disciplines, with special emphasis in urban affairs or urban planning, some newer programs award degrees in urban studies. These curriculums usually include urban oriented courses in the social sciences such as "urban anthropology," "urban economics," "urban education," "urban folklore," "urban geography," or "urban politics."

Local, county, and state governments need experts trained in this new field of knowledge. The HUD Urban Studies Fellowship Program was instituted to help meet the demand.

Even in traditional departments, the number of urban studies courses in all fields has grown suddenly and amazingly. In the Washington area alone, universities offered 209 separate courses on urban subjects in the spring of 1970.

The courses covered a wide front, from "Urbanism in Africa" at Howard University to "Traffic Planning and Operations" at the U.S. Department of Agriculture Graduate School; from "Nutritional Patterns in Black Communities" at Federal City College to "Churches, Synagogues, and Urban Problems" at Georgetown University; from a classical study of "The City in History" at American University to a computer analysis of "Information Services in Metropolitan Areas" at the University of Maryland.

Graduate Research

M.I.T., Harvard, Columbia, and Georgia Institute of Technology were pioneers in urban graduate research. At traditional graduate schools which do not give "urban" degrees, the emphasis is apt to be on research combining several different academic subjects. The University of Chicago has a Center for Urban Studies which coordinates interdisciplinary work for a dozen departments and schools, including Divinity and Education. For example, a ministerial student might take half of his courses in traditional divinity subjects, and the other half at the Center for Urban Studies where he might examine and research the problems of churches and the role of ministers in the inner city.

At Syracuse University, the Metropolitan Studies Program provides a year-long seminar on metropolitan public policy problems for scholars working toward graduate degrees in traditional disciplines who want to specialize in urban affairs. The program has three primary educational objectives: to train public administrators in urban studies; to develop urban research scholars; and to provide mid-career education for community leaders and government employees.

Undergraduate Programs

Despite its pastoral setting, Dartmouth College has nonetheless pioneered in undergraduate urban studies. It offers an array of interdisciplinary programs in which 11 departments cooperate. These include an introductory course on city planning and urban studies; a core curriculum of six courses including such subjects as "Comparative Urbanization" and "Black and White Ethics in American Cities;" a coordinating senior seminar; summer internships; a joint field-research/community service seminar with M.I.T.; cooperation with the new Dartmouth Research Center for Social Change; and an urban studies minor.

Columbia University in New York City offers significant undergraduate work in urban studies which does not result in an "urban" degree. The aim, Columbia notes, "is to produce thoughtful and informed citizens rather than urban specialists." The university gives considerable attention to the international, metropolitan, and environmental aspects of urbanism. Dr. Joseph C. Coleman, former

HUD Secretary George Romney makes an Upward Bound presentation at Detroit's Wayne State University, praising higher education for creating programs to aid ghetto residents.



Deputy Assistant Secretary at HEW, has surveyed the involvement of all parts of the university in urban and minority studies, including teaching, research, and service, and has recommended new efforts in the hope of making Columbia preeminent in these areas. The Ford Foundation has provided \$10 million, including three endowed chairs for urban professors, to help make this hope a reality. The first of these chairs was occupied by Dr. Ernest M. Fisher, who was FHA's first Director of Research.

Degree Programs

Although few universities have separate departments of urban studies, an increasing number of schools are offering graduate degrees in urban studies. Included in this category are the University of Akron, Vanderbilt, Portland State, Virginia Polytechnic Institute, and the University of Texas.

One school that does have a Department of Urban Affairs is the University of Wisconsin at Milwaukee. It has appointed eight faculty members (each from a different discipline), offers 20 courses, and awards two kinds of master's degrees. The university notes that, "unlike so many 'programs' in urban studies, it provides its students with a home base, a status, and a degree equal in all respects to that of students in regular disciplines." The particular emphasis at Milwaukee is on urban processes and policies and interrelated facets of urban crises, preparing students to collaborate with specialists and to cope with unique metropolitan problems.

Emphasis on Service

A growing number of institutions are offering or developing undergraduate degree programs in urban studies with emphasis on community service.

At Georgia State College in Atlanta, for example, the Urban Life Center now offers a bachelor's degree in Urban Life. Its Division of Urban Public Service provides a system of field-experience centers that are organized, operated, and controlled by students. This has already spurred the development of an Atlanta Urban Corps.

The college feels that public service to the urban community is a total college responsibility. In addition to course work in its Urban Life Center, it runs an Urban Observatory for research. Here students might survey rat control effectiveness or examine housing conditions and requirements. An Inter-University Urban Cooperative allows student and faculty exchange on urban resource materials.

Another example is Cleveland State University, which is giving top priority to service, particularly to the City of Cleveland. In its new undergraduate program in urban studies, the University allows students the opportunity to combine field assignments and interdisciplinary courses in urban problems for one full quarter. During this quarter, the students carry on extensive field work and internships in which they share life situations different from their own, especially with the urban disadvantaged.



Interviewing residents of an inner city area, a George Washington University student participates in a new work-study program combining student work in community organizations or agencies with study supervised by a faculty member. This is one of 79 different programs of community involvement at the university, according to a recent survey of its urban efforts.

Wayne State University is yet another large city institution which is embarking on far-reaching efforts to create a "new style urban university." Here the effort is to have urban studies pervade the entire intellectual life of the school. Into nearly every academic and professional program—history, literature, law, medicine, science—the university has injected urban studies. Capping the program is an "Urban Fellows Corps." This is composed of special graduate students who participate in seminars with leading national and local specialists.

"Urban studies programs," says Mr. Shidler, "customarily view the communities in which they are located as sources of student internship and work-study opportunities, as places in which to perform services for the needy, as laboratories for developing knowledge and testing ideas." But unfortunately, he adds, "very few pro-

grams have approached their environs as communities to assist in a continuing effort to achieve self-understanding."

In his survey, Mr. Shidler found little inter-university cooperation on urban studies and only a few programs which approach the subject in terms of systems and processes rather than problems and issues.

There is, in other words, room for further growth. But all these recent developments can only be encouraging, for as schools of agriculture did so much to enhance our farms, our new educational efforts in urban culture can help revitalize our cities.

Mr. Hiebert is Professor and Head of the Department of Journalism at the University of Maryland and a free-lance writer.

new R-A-'S in HUD

HUD is literally spreading out across the country, with four new regional and 23 area offices scheduled to be in operation by September. The regional realignment is designed to decentralize HUD's operations, eliminate red tape, and accelerate the Department's delivery of its services and programs.

HUD now has 10 Regions, with the same boundaries as four other human resources agencies—HEW, Labor, OEO, and SBA. The Regions will exercise jurisdictional authority over the area offices, which will be empowered to process applications, make decisions, and administer programs at the local community level. Those FHA insuring offices untouched in the realignment will also continue to report to the regional offices.

Freed from much of the paper work and time consuming reviews, the regional offices can concentrate on representing the Department in relations with other Federal agencies, improving liaison with state governments, and evaluating and coordinating all HUD activities within their jurisdiction.

Secretary Romney recently appointed four Regional Administrators for the new Regions and a new Administrator for the New York Region.



S. WILLIAM GREEN
New York Region

Former counsel for the Joint Legislative Committee on Housing and Urban Development, Mr. Green was

elected to the State Assembly in 1965 and has been described by the nonpartisan Citizens Union as "one of the most knowledgeable and constructive members... a recognized expert on housing legislation." He is a graduate of Harvard Law School.

The New York Region has jurisdiction over New York, New Jersey, Puerto Rico, and the Virgin Islands.



JAMES J. BARRY
Boston Region

A career public official in the New Hampshire State Government, Mr. Barry has a socially oriented background in the Federal Government as a Deputy Assistant Secretary in HEW. He was also a special assistant to U.S. Senator Norris Cotton of New Hampshire. At the age of 32 he was Commissioner of the Department of Health and Welfare. He is a graduate of St. Anselm's College in Manchester, N.H.

The Boston Region covers Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.



HARRY THOMAS MORLEY, JR.
Kansas City Region

An experienced administrator in county government, Mr. Morley was involved with the formation of the East-West Gateway Coordinating Council for the metropolitan St. Louis area. He served as liaison between the Council and the St. Louis Development Corporation, which receives HUD funds for neighborhood action programs. He is a former

member of the U.S. Navy Reserve and a graduate of the University of Denver.

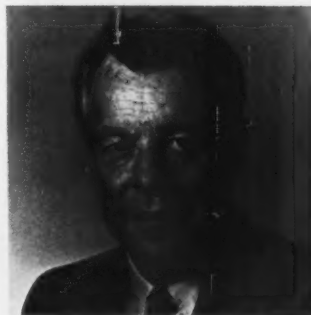
The Kansas City Region is composed of the four states of Missouri, Iowa, Kansas, and Nebraska.



ROBERT C. ROSENHEIM
Denver Region

A business executive and chairman of the Denver Urban Renewal Agency, Mr. Rosenheim founded and was first chairman of "Keep Colorado Beautiful," which won the "Keep America Beautiful" award as the best state organization in 1969. A veteran who rose through the ranks from private to captain, he is a graduate of Marshall University in Huntington, W. Va.

Colorado, Montana, the Dakotas, Utah, and Wyoming comprise the Denver Region.

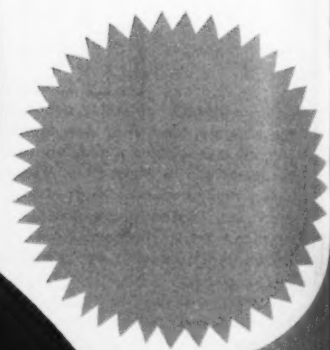


OSCAR P. PEDERSON
Seattle Region

Formerly, director of the Federal Housing Administration's Insuring Office in Portland, Ore., for almost 13 years, Mr. Pederson has been in real estate for 40 years and is familiar with all of its aspects, from building to property management. In 1959 he was given the Distinguished Service Award by HUD's predecessor, the Housing and Home Finance Agency. He attended the University of Oregon.

The Seattle Region includes Alaska, Washington, Oregon, and Idaho.

HUDG



Off to grad school

Thirteen HUD employees pack up and head off this fall for a year of graduate work at universities across the country.

To prepare for expanded leadership roles handling the country's housing and urban needs, these people were selected from more than 40 candidates nominated by HUD's central and regional offices. A year of graduate study is intended to sharpen their skills and expand their intellectual horizons. When they return to HUD in 1971, they will have had concentrated training for broadened responsibilities.

Seven of the 13 are part of HUD's Urban Development Academic Program, which allows them to select any university in the continental United States that suits their individual needs.

Five are in the Career Education Awards Program, sponsored by the U. S. Civil Service

Commission. They have a choice of eight colleges.

The 13th is studying at Princeton University's Woodrow Wilson School of Public and International Affairs as a participant in the Education Program for Federal Officials at Mid-Career.

There is no cost to the employee. In addition to his salary, he gets tuition, training costs, and per diem.

Nominees for the project must have a bachelor's degree and at least three years of experience at HUD in program or administrative areas. Grades of candidates are generally limited to the range from GS-9 through GS-15.

The HUD Career Education Program, begun in 1963, has sent 37 career people back to college. Of these, only two have left HUD, and they are still engaged in urban affairs.

The seven selected for HUD's Urban Development Academic Program are:



Andrew J. Bell III, Assistant Regional Administrator for Model Cities in the San Francisco Regional Office. He is a graduate of Providence College, with a degree in economics from Boston College and in educational psychology from Boston University.



Woodrin E. Kee, Director of the Neighborhood Facilities Division in the Chicago Regional Office. He is a graduate of Drake University.



Aaron A. Lambert, Realty Officer for the Philadelphia Region. He is a graduate of City College of New York, with graduate work at New York University.



Oliver S. Taylor, Acting Assistant Regional Administrator for Administration in the Chicago Regional Office. He is a graduate of Harvard, with a degree in public administration from Syracuse University.

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William B. Rogers, Acting Director, Planning Standards Division, Metropolitan Planning and Development, central office. He is a graduate of the University of Chicago, with a degree in urban and regional planning.



James P. McGrath, Tenant Services Representative for the New York Regional Office. He is a graduate of Siena College, with a major in sociology.



James Legrotte, Jr., Urban Planner for the Fort Worth Region. He is a graduate of Kansas State University with a degree in architecture.

The five eligible for the Civil Service Commission grants will attend one of eight participating colleges—Cornell, Harvard, Indiana, Princeton, University of Southern California, Stanford, the University of Virginia, and the University of Washington. They are:



Michael P. Schneider, Assistant Director for the Urban Renewal Demonstrations Program, Research and Technology, central office. He is a graduate of the University of Miami, with a political science degree from the University of Florida.



Jack E. Willingham, HUD Representative for the Atlanta Region. He is a graduate of the University of Southern Mississippi, with graduate work at Florida State University.



Arthur Kontura, Director of the Planning Division in the San Francisco Region. He is a graduate of Lafayette College, with a degree in public administration from the University of Pennsylvania.



Ernest M. Norsworthy, Management Analyst in Administration, central office. He is a graduate of Auburn University.



Gordon H. McKay, Program Manager for Renewal and Housing Management, central office. He is a graduate of Linfield College, with a degree in public administration from Syracuse University.



HUD's nominee for the Woodrow Wilson School of Public and International Affairs at Princeton University is Lawrence O. Houston, Jr., Director of Program Development for Model Cities, central office. He is a graduate of Lafayette College.

URBAN FORUM

QUOTES COLUMN

"Even more fundamental than the need for funds (is) the need to restructure and revitalize the institutions of state and local government so that they can deal with the problems which threaten to overwhelm us in our increasingly urbanized society. Both types of priorities—fiscal and institutional—are essential if we are to put at the top of the list those concerns which deal with people 'where they live'—not just physically, but socially, politically, and spiritually. The challenge of the 1970's is to give shape and substance to the yearning of the American people for a revitalized sense of community, within which individual dignity and accomplishment can flourish."

George Romney
Secretary of Housing and
Urban Development

"I do not believe that we can even begin the massive task of rebuilding our cities and recapturing what we have lost from our environment if we must act within the framework of present municipal, state, and Federal jurisdictions. I do not believe, for example, that we can provide adequate housing in a jungle of building codes and regulations that change from mile to mile.

"Yet there is no real doubt, no debate, no reservation about whether we must do these things sooner or later...I suggest...we must do them now. We must begin now to see these problems being solved, and the place to begin is to foster new institutions and a new sense of the future which looks on the past more as a preparation than as an immutable precedent..."

Joseph C. Wilson
Board Chairman of Xerox Corporation

"...the corporations of America must assert an unprecedented order of leadership in helping to solve the social problems of our time...There are battles to be waged against racism, poverty, pollution, and urban blight, which the Government alone cannot win; they can be won only if the status and power of American corporate industry are fully and effectively committed to the struggle..."

The Rockefeller Foundation
Quoted in *Time*

"...no highways, freeways, or any federally assisted transportation facilities shall be built unless and until adequate housing has been provided for those who may be displaced. Period."

John A. Volpe
Secretary of Transportation

"A positive, constructive new communities program...is one of the prerequisites to the ultimate satisfying of some of the most urgent needs of our people, a decent home and a suitable living environment called for a long time ago...Unless our young people feel that we mean business, unless they are directly and personally involved in the positive building of a better America, our troubles will continue because there are no creative sights set for them by us."

Carl Feiss
American Institute of Architects

"The cost of financing must be drastically reduced from its present giddy level. Material prices must be cut. And expensive, lengthy, hand labor at the site of construction must be replaced by economical, rapid, machine labor in central factories. All these considerations establish one inevitable conclusion—the mass production and mass financing of houses..."

Housing America
published in 1932
by *Fortune Magazine*

"...almost overnight we have discovered the environment—at the same time, we have discovered that the environment's worst enemy is us."

Samuel C. Jackson
Assistant Secretary for Metropolitan
Planning and Development

"...In recent years the movement to the suburbs has not just been the product of normal population growth or of a desire for low density, "mini-farm" living. In many cases people who would like to have remained in the city have literally fled to the suburbs. They've fled in search of education for their children better than they can find in deteriorating city schools. Some have fled to follow their jobs. Others have fled because of concern for their personal safety.

"In too many cases, however, they are like the passengers who have abandoned the sinking ship and taken to the lifeboats. They want to be sure to get clear, so that they're not swamped when the ship goes down, and they're not very anxious to welcome anyone else to the lifeboats, where the space, food, and water are limited. To carry the analogy one step further, I suspect that more than one big city mayor feels like the captain of that ship—his rich passengers have been dispatched to safety, the life boats are all gone, and he's about to go down with those left on board."

Richard C. Van Dusen
HUD Under Secretary

"City and suburban parks cannot substitute for 'green spaces' in the matrix of 'megalopolis.' The open spaces are absolutely necessary to provide natural environmental amenities to compensate for the vast acres under street, block, and tract development."

Jerome P. Pickard, Director
HUD Program Analysis and
Evaluation Staff

Larry Hawkins, coach at Carver High School and associate director of the Center for Higher Education, goes into a huddle with some program participants. The boys (left to right) are Bob Lewis, Lamont Lofton, and Marvin Davis, all students at Carver High School and all residents of Altgeld Gardens.

Many eligible high school students living in Chicago Housing Authority projects do not ordinarily even consider attending college. The Center for Higher Education, an experimental program set up under CHA's sponsorship, is trying to inspire and direct these discouraged students toward a college education.

"We are not concerned with the high achievers—they can make it on their own. Our purpose is to give a hand to those in the middle group, those who can make it too, but need a little encouragement and assistance," says Richard C. Wade, a professor of history at the University of Chicago. He and Letitia Nevill are cofounders of the Center as well as CHA commissioners.

Although nearly a thousand sons and daughters of the Authority's housing tenants are now attending some 170 colleges and universities, these are the *"high achievers"*—many with scholarships for demonstrated academic attainment—who needed no added stimulus to pursue education beyond high school. But many other high school students who are children of CHA tenants are in the *"broad middle group"* whose potential is good but who

often automatically rule out the possibility of a college education because they do not know about entrance requirements or existing opportunities for scholarships.

Hence, the need for a Center for Higher Education, which, according to Charles R. Swibel, Chairman of the Chicago Housing Authority, *"is another effort by CHA to improve the quality of life for public housing residents."*

The Center has shown ingenuity in locating its *"clients."* Sports are high on the interest list of most young people and active athletes often develop closer relationships with their coaches than with their teachers. The Center enlists the aid of such people in identifying college material. In addition, it employs a few teenage Housing Authority residents as part-time staff members to work with their schoolmates. Adult counselors, using their homes as headquarters, are available for discussions.

Through such outlets the Center provides information about types of financial aid, offers guidance in planning school programs to include college-required courses, conducts tests, and arranges group visits to nearby campuses.

"COLLEGE"

James Daniels (lower left), a mathematics instructor at Carver High School, donates his time to tutor young people enrolled in the Center for Higher Education in Chicago. Others in the picture (left to right) are Ben Morris, a senior at Carver, Steve Moor, a sophomore, and Sylvester Maxey, a junior, all of whom live at Altgeld Gardens, a Chicago Housing Authority development on the South Side. Standing is Clyde Bell, director of the Center for Higher Education.



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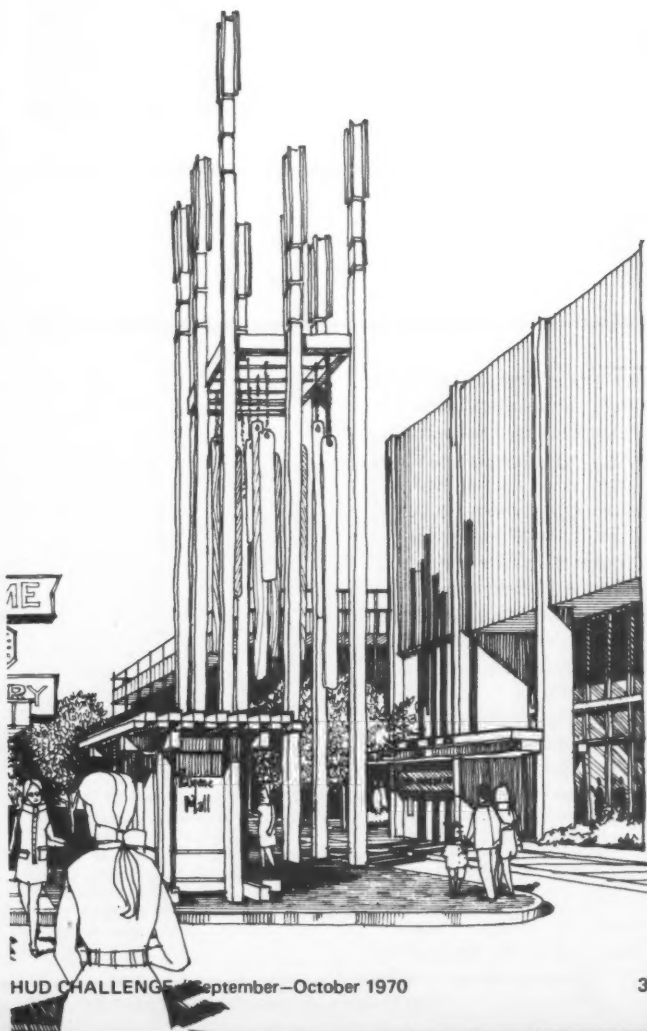
"There is no way to measure the extent of the Center's influence at this time," Wade said. "But I have no doubt that our experiment will pay off if we can manage to continue our efforts. We have only enough money—what remains from a \$23,000 grant given us last year by the Chicago Committee on Urban Opportunity—to carry us through June. I hope the Committee will see fit, and I believe it will, to continue its support of the Center. I hope, too, that we can induce others to contribute."

The Center for Higher Education and other nonprofit agencies or institutions can apply for several Federal aid programs funded by the Office of Education at the Department of Health, Education, and Welfare.

One of the programs, Educational Talent Search, attempts to seek out and encourage culturally or economically needy students who show promise. Students in the seventh grade or beyond, dropouts, and older adults seeking additional education are eligible.

Other programs include Upward Bound, designed to equip college potential youths with academic and motivational tools needed for college success, and Special Services for Disadvantaged Students in College, designed to provide counseling and tutoring aid at the immediate precollege and college levels.

EUGENE MALL: a further step in renewal



Eugene, Ore., state capital and seat of the University of Oregon, is determined to maintain its pace-setting role in urban planning and design.

In 1965, this city of 80,000 people attracted national attention for a prize-winning courthouse plaza incorporating the town's civic complex. This was the first and only time the American Institute of Architects awarded a triple citation to a city, county, and state for excellence in community architecture. Eugene converted an old, ill-kept, two-block park area into a beautifully designed park and plaza connecting its modern government center with the downtown.

Redesigning the Downtown

Now Eugene is embarking on the more ambitious task of redesigning the heart of its adjoining downtown area as an urban renewal project. Included in the plans are both rehabilitation and new construction. The plan centers around Eugene Mall, an eight-block pedestrian walkway connecting a reorganized retail and office area with a proposed new auditorium and the civic complex to the north.

The Mall will combine the business and public areas in an environment intermixing man-made concrete and brick structures with a natural setting of fountains, trees, and shrubs.

The Mall design will include a central plaza, second level viewing platform to serve as a community center, a landscaped shopping plaza, children's play areas, restrooms, an information booth, and canopied walkways that will shelter pedestrian movement in all parts of the Mall.

Costs and Time

Cost of the renewal development, exclusive of new building construction, will be \$18 million, \$12 million of which is provided by a renewal grant from HUD. The city acquired more than \$3 million of substandard commercial properties by the end of 1969. These will be combined and subdivided under the new plan with former owners and tenants having preference in the redevelopment.

Work on the Mall's eight-block walkway started this spring. The entire project—shopping mall, walkway, civic complex, auditorium—will take six to seven years to complete. Consultants have estimated the full redevelopment of the area will produce a \$56 million increase in property values in the next 10 years.



The entrance to Eugene Mall (above) will feature a modern wind chime tower after renewal (left).

lines & numbers

The downward trend in private housing starts continues. Private housing, seasonally adjusted for May 1970, is at an annual rate of 1,200,000 units, about 1.0% below the April rate of 1,215,000 units. However, May building permits increased 7% from April.

Privately owned subsidized housing increases. Home ownership and rental housing built during the first quarter of 1970 is providing more than 36,000 housing units, an increase of 7,000 units over the last quarter of 1969. In

addition, there were three times as many units under Rent Supplement contracts during the first quarter of 1970 as in the previous quarter.

Lumber prices continue to decline. Wholesale lumber prices during the first quarter of 1970 were down 25% from the record high set in April 1969. Cutbacks in Pentagon lumber buying and increases in timber-cutting are credited with bringing these prices down.

		Activity 1st quarter 1970	During 4th quarter 1969	1969	1968
ACCOMPLISHMENTS UNDER SELECTED HUD PROGRAMS					
Subsidized Housing					
Public ownership	Units completed				
New		12,700	13,000	52,000	35,000
Rehabilitated		600	1,000	7,000	5,000
Leased		4,600	8,500	22,000	23,000
Private ownership	Units insured				
Rental		17,400	16,000	48,000	49,000
Homeowner		18,800	13,000	26,000	700
Rent supplement	Units under contract	12,000	4,000	18,000	20,000
Unsubsidized Housing					
Rental	Units insured	9,400	9,000	35,000	28,000
Homeowner		94,600	114,000	469,000	452,000
Mortgage Purchases—GNMA (Dollars in Thousands)					
Interest subsidized		\$141,000	\$220,000	\$582,000	\$228,000
Other		\$24,000	\$19,000	\$135,000	\$409,000
Residential Improvement					
FHA Title I loans	Insured	\$131,000	\$164,600	\$693,000	\$656,300
Urban Renewal Grants and loans	Approved	\$14,000	\$11,600	\$42,000	\$29,800
Services and Facilities					
Water and sewer grants	Approved	\$55,100	\$4,300	\$118,200	\$243,100
Urban renewal grants		\$233,300	\$176,300	\$872,100	\$947,900
NATIONAL HOUSING CONSTRUCTION					
Total starts (Units in Thousands)					
Private		264.0	308.5	1,499.9	1,545.5
Public		255.4	302.0	1,466.8	1,507.7
		8.6	6.5	33.1	37.8
Private Annual Production, seasonally adjusted					
		1,262.0	1,320.0		
Private Residential Construction (Dollars in Thousands)					
Value put in place		\$5,500	\$7,600	\$30,800	\$28,800
INDEXES (1957-1959 = 100)					
Residential (Boeckh) Costs					
		152.0	150.1	148.0	136.7
Prices					
Construction materials		117.4	116.7	117.7	111.1
Lumber		124.8	128.5	142.6	127.2
Plywood		95.4	97.4	109.3	103.1
Plumbing & brass fittings		122.8	121.9	118.7	114.1
Heating equipment		100.0	99.2	97.6	94.4
Concrete ingredients		116.4	116.7	115.6	109.2

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HUD is issuing a semi-monthly *NEWSLETTER* reporting on significant happenings in the fields of housing and urban affairs. Every major aspect of HUD's activities—Model Cities, BREAKTHROUGH, Research, Renewal, and subsidized and unsubsidized housing programs—are regularly covered. Of particular interest to builders, mortgage bankers, realtors, local officials, labor unions, and social and welfare organizations are the reports on what various groups are doing to help overcome the critical housing shortage and solve the problems of our cities. The *NEWSLETTER* is available on a subscription basis. Please use the coupon.

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